

Report to Governor Pat Quinn and the P-20 Council
P-20 Council Leadership Effectiveness Committee
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Background and History of the Committee

Leadership effectiveness was added to the charge of the P-20 Council Committee on Teacher Effectiveness at the July P-20 Council meeting to better reflect the statutory recommendation for the chairperson of the P-20 Council to “authorize the creation of working groups focusing on areas of interest to Illinois educational and workforce development, including without limitation the following areas: preparation, recruitment, and certification of highly qualified and effective teachers and administrators” (Public Act 95-626). Prior to this, the teacher effectiveness committee had been meeting under the leadership of Chair Josh Anderson since February 2010 addressing issues related to the selection, preparation, professional development, and evaluation of teachers in Illinois. Far along in its work, the decision was made for the leadership effectiveness subcommittee under the leadership of Chair Erika Hunt to meet separately addresses issues related to leadership in Illinois with the goal to work more collaboratively in addressing issues that affect educators in general during the upcoming year.

The decision for more future collaboration between the two committees will be essential to the advancement of recommendations by both committees as research shows that principals’ leadership practices have a significant effect on student achievement, second only to the influence of classroom teachers (Seashore Louis, Leithwood, Wahlstrom, and Anderson, 2010; Leithwood, Louis, Anderson and Wahlstrom, 2004). While teachers have a direct impact on student learning through classroom practice, the principal serves as the lever for scaling quality teaching school-wide, which includes selecting and retaining the highest quality teachers. In a recent survey funded by the Gates Foundation of 40,000 teachers nationally, 96 percent of teachers ranked supportive leadership as “absolutely essential” or “very important” to retaining good teachers (Scholastic, 2010). Good school leadership matters to teachers. It affects their decisions about where to work and whether to stay at a particular school. More effective principals can staff their schools with more effective teachers and also retain them longer (Ladd 2009; Beteille, Kalogrides, and Loeb 2009). With the principal and teacher as the primary levers for improving student learning, the role of the state is to design policies and conditions that allow the principal to support teachers in their work with students.

With this goal in mind, the Leadership Effectiveness Subcommittee began its work in October 2010 and since that time has met via in-person or webinar four times to develop initial recommendations to the P-20 Council. Due to a short time frame, committee members decided that an efficient strategy would be to review past report recommendations that had not been enacted. Reports reviewed included the 2004 Illinois Consortium for Education Leadership (ICEL)², the 2006 Illinois Administrator Academy Task Force Report³, and the Streamlining Illinois’ Educational Delivery Systems Task Force report⁴. These reports included the participation of a variety of stakeholders who engaged in research and discussion around the topics being considered by the Leader Effectiveness Subcommittee. Reviewing these

²To access the report, see

<http://www.centereducationpolicy.ilstu.edu/publications/fspubpresentations/leadershipforlearning.pdf>

³ To access the report, see

<http://www.centereducationpolicy.ilstu.edu/initiatives/adminacademy/2007recommendations.pdf>

⁴⁴To access the report, see http://www.isbe.state.il.us/reg_svcs_task_force/default.htm

recommendations, committee members debated whether or not they were still relevant and some of the challenges that might have affected why they were not enacted. For some recommendations, committee members decided to table discussion for further review and examination by the committee during their next year's work.

Several members of the committee have been working together on leadership reform issues for a long period of time through the Illinois State Action for Education Leadership Project (IL-SAELP), a statewide initiative that has funded by The Wallace Foundation since 2001 to support the training and continuous development of school leaders, and through other statewide school improvement initiatives. Members' familiarity with the leadership issues addressed by the group and on current environment of supports and challenges for school leaders made it easier to make decisions as a committee.

Aligning with the foundation of leadership support and training for school leaders, the P-20 Committee on Leadership Effectiveness makes the following recommendations for consideration by the Governor and the P-20 Council. These include:

Recommendation One: The P-20 Council should follow the implementation of new principal preparation requirements and utilize the P-20 Committee on Teacher and Leadership Effectiveness to facilitate discourse among universities, districts, and regions and find resources as appropriate.

Recommendation Two: The Illinois State Board of Education should pursue statutory changes to the definition and intent of the existing teacher leadership endorsement into a tiered structure (see explanation in the report) that provides a career ladder for teachers and/or fills the need for certification of general administrative positions (e.g., curriculum dean, special education director, athletic director).

Recommendation Three: The P-20 Council should follow the assessment of the new teacher and principal evaluation systems (as required by statute) to gauge how district evaluation plans are impacting teaching and learning. If state funding prohibits an evaluation of the new teacher and principal evaluation systems, the P-20 Council should assist with seeking funding from a private funder to support the evaluation.

Recommendation Four: The State Board of Education should restore full funding for mentoring of new principals for their first two years and establish funding for mentoring of new superintendents for their first two years. With this funding, the state should provide for a statewide evaluation of the new principal mentoring program to assess its impact on early principal performance related to improved teaching and learning and use the results of the evaluation to base future funding decisions.

Recommendation Five: IBHE in collaboration with ISBE should convene a state task force that examines the content and structure of superintendent preparation programs and changes needed within the standards and requirements directed at school improvement. In examining the preparation of superintendents, the task force should collect program data on superintendent preparation programs and make recommendations for how preparation

programs can be better aligned within the continuum of support for superintendents. The P-20 Council should assist with seeking public or private funding, if needed.

Recommendation Six: In collaboration with school districts, universities, regional offices of education, and other stakeholders, IBHE, ISBE, and the Teacher Certification Board should collaboratively develop a plan for increasing the pipeline of diverse candidates into P-12 teacher and leadership positions while maintaining high standards. This plan should be based not only on ethnicity and gender but also on diversity of experience and skill sets. The P-20 Council should assist with the facilitation of dialogue among stakeholders and with the collection of data and resources, if needed.

Recommendation Seven: The P-20 Council should garner data for the purpose of monitoring advanced certification programs for principals and superintendents – such as the National Board Certification for Education Leaders and the School for Advanced Leadership - and the impact that principals and superintendents who undergo these programs have on teaching and learning for consideration of state or private funding.

Recommendation Eight – The P-20 Council should garner data for the purpose of monitoring the School Administrator Management (SAM) Project and its impact on teaching and learning for consideration of state or private funding.

The justification for the need to support these recommendations is included below.

Recommendations One-Four and Seven and Eight are tied to existing leadership initiatives and provide a brief description of the background of the initiative and recommendations by this Committee to strengthen the work. Recommendations Five and Six are recommendations for new work to be conducted by the ISBE and IBHE and therefore include a justification for the need to do this.

Recommendation One: The P-20 Council should follow the implementation of new principal preparation requirements and utilize the P-20 Committee on Teacher and Leadership Effectiveness to facilitate discourse among universities, districts, and regions and find resources as appropriate.

P.A. 096-0903 passed this spring by the Illinois General Assembly creates a new P-12 principal endorsement that will strengthen principal preparation by tightening requirements. A new principal endorsement will require training programs to meet higher standards and prioritize the advancement and growth of principals. In the past, general administrator programs (which certify administrators for positions other than just the principalship) may not have focused as deeply on critical skills such as the ability to support and manage instruction by creating a professional learning environment. P.A. 096-0903 obligates the state to reaccredit all principal preparation programs to ensure programs meet more targeted standards and allows for not-for-profit organizations to certify principals if they meet the same state standards.

The proposed rules will change the way that principals are trained dramatically. For example, under the proposed rules, preparation programs will be required to partner with districts or recognized non-public schools to allow districts to become major partners with universities and colleges, involved in the design, implementation, and evaluation of principal preparation

programs. The proposed rules also set a high bar for selection that ensures that candidates have demonstrated success in the classroom and leadership capability, and requires intensive real-world performance-based internships that are supported by field-based mentors who are proven successful administrators.

The work around Public Act 96-903 reflects five years of stakeholder engagement that includes recommendations from several state task forces including the work of the *Commission on School Leadership* and *School Leader Task Forces* and *Working Together to Prepare Illinois School Leaders Redesign Teams* that made recommendations for specific criteria guiding the rules⁵. This work originated out of a collaborative culture for policy development and likewise, the implementation process could be further enhanced through collaboration among the different stakeholders engaged in this work.

Recognizing this, our Committee recommends that the P-20 Council monitor the implementation of the principal preparation redesign rules and utilize the Teacher and Leadership Effectiveness Committee to offer support, resources, or collaborative assistance to universities and districts where needed.

Recommendation Two: The Illinois State Board of Education should pursue statutory changes to the definition and intent of the existing teacher leadership endorsement into a tiered structure (see explanation in the report) that provides a career ladder for teachers and/or fills the need for certification of general administrative positions (e.g., curriculum dean, special education director, athletic director).

The new principal endorsement presents a change in certification by requiring it for those only aspiring to the principalship or assistant principalship. What is not certain is what will be required for those pursuing general administrative positions once the new endorsement is in place (e.g., curriculum dean, special education director, athletic director). The Committee recommends that the Illinois State Board of Education consider changes to the existing teacher leadership endorsement to allow it to fill this void in certification and to assist with career advancement opportunities pursued by teachers. Making these changes will also minimize fears of revenue loss by universities as they transition over to the new principal endorsement programs and provide career ladder opportunities for teachers interested in serving in various leadership roles without having to leave the classroom.

In 2006, the General Assembly passed P.A. 094-1039, which created a statewide teacher leadership endorsement that is designed to serve as a content specialist. The Committee recommends that the State Board of Education pursue statutory changes to the existing teacher leadership endorsement to make it a tiered structure that could serve multiple purposes. The general teacher leadership structure could serve those teachers interested in leadership roles, but not wanting to leave the classroom. The teacher leadership structure with supervision tied to it could be required for those in administrative roles (e.g., curriculum dean, special education director) that are required to do evaluation as part of their role.

⁵ More information on the work around the redesign of principal preparation can be found at: www.illinoischoolleader.org

Creating a tiered structure will avoid any discouragement for teachers interested in pursuing leadership positions but who do not want the responsibility of evaluating their peers. Courses offered within teacher leadership endorsement programs should also be able to articulate to principal endorsement programs allowing for the opportunity for those with a teacher leadership endorsement to pursue a principalship if determined later down the road.

Recommendation Three: The P-20 Council should follow the assessment of the new teacher and principal evaluation systems (as required by statute) to gauge how district evaluation plans are impacting teaching and learning. If state funding prohibits an evaluation of the new teacher and principal evaluation systems, the P-20 Council should assist with seeking funding from a private funder to support the evaluation.

P.A. 096-0861 ties teacher and principal evaluations to student performance data. Per the requirement of the legislation, by September 1, 2012 all school districts must implement teacher and principal evaluation plans that provide for the use of data and indicators on student growth as a significant factor in the evaluations. The legislation allows districts the flexibility to submit their own plans, if they meet the student growth requirements of the legislation. However, districts may also adopt the state model on teacher and principal evaluation. A state advisory council, the Performance Evaluation Advisory Council (PEAC), is working to establish the model principal evaluation system for districts who do not design their own evaluation system.

The statute also requires a statewide evaluation of the new teacher and principal performance-based evaluation systems requiring, “By no later than September 1, 2014, a research-based study shall be issued assessing such systems for validity and reliability, contribution to the development of staff, and improvement of student performance and recommending, based on the results of this study, changes, if any, that need to be incorporated into teacher and principal evaluation systems that consider student growth as a significant factor in the rating performance for remaining school districts to be required to implement such systems.”

On December 16 and 17, 2010, a Special House Committee on Education Reform convened to hear testimony on streamlining teacher dismissal, reforming teacher tenure and linking layoffs to performance. Draft legislation that is circulating (not assigned a bill number yet) ties teacher dismissal and tenure to the new performance based evaluation systems. Considering the high stakes decisions that could be made around the new state evaluation requirements, the Committee recommends that the P-20 Council play a significant role with monitoring the roll out of the legislation and assisting the Illinois State Board of Education, where needed. A key area where this can occur is through the assistance of the P-20 Council with securing state or private funding for the statewide study of the new system as required by law.

Recommendation Four: The State Board of Education should restore full funding for mentoring of new principals for their first two years and establish funding for mentoring of new superintendents for their first two years. With this funding, the state should provide for a statewide evaluation of the new principal mentoring program to assess its impact on early principal performance related to improved teaching and learning and use the results of the evaluation to base future funding decisions.

More than half the states have recently implemented mentoring programs for new principals to counter the long-held practice of “sink-or-swim” for new principals (Education Development Council, 2010). Ahead of this trend, in 2006, the Illinois General Assembly passed P.A. 094-1039, which created New Principal Mentoring Program⁶, now a statewide initiative involving 43 providers. Legislation passed last year (P. A. 96-0373) extends the program to 2 years if funding is available, which aligns with the research recommending at least two years of support for new principals (Mitgang, 2007). Due to tight fiscal resources, this year funding for the program was cut by 60 percent. The statewide mentoring program has continued, at a minimum, but in the absence of funding for support and quality control, mentoring can be just a “buddy system” that fails to propel the progress of new principals as effective leaders of learning (The Wallace Foundation, 2009). In addition to new principal mentoring, in 2009, the Illinois General Assembly passed Public Act 096-0062, which created a two-year new superintendent mentoring program that has also not been funded by the state.

The Committee recommends that the state restore full funding for mentoring of new principals for their first two years and establish funding to allow for the mentoring of new superintendents for their first two years. In restoring full-funding, the state should also fund a statewide evaluation of the new principal mentoring program (as required in statute) to assess the impact that it is having on improving teaching and learning. The statute that created the new principal mentoring program requires that “on or before July 1, 2008 and on or after July 1 of each year thereafter, the State Board shall facilitate a review and evaluate the mentoring training program in collaboration with the approved providers”(P.A. 094-1039). However, a statewide evaluation of the new principal mentoring program has never been conducted. The Committee encourages the Illinois State Board of Education to commission an evaluation of the new principal mentoring program to assess its impact on early principal performance and student learning and to identify ways in which the new principal mentoring program is working and not working. The results of the evaluation should be considered when making future funding decisions.

Recommendation Five: IBHE in collaboration with ISBE should convene a state task force that examines the content and structure of superintendent preparation programs and changes needed within the standards and requirements directed at school improvement. In examining the preparation of superintendents, the task force should collect program data on superintendent preparation programs and make recommendations for how preparation programs can be better aligned within the continuum of support for superintendents. The P-20 Council should assist with seeking public or private funding, if needed.

Much of the research and knowledge around leadership preparation has focused on the principalship (Darling-Hammond, LaPointe, Meyerson, Orr, 2007; Levine, 2005). Noting the critical role of leaders on student learning, at least 13 states are currently involved or have completed the redesign of principal preparation programs in their states.

However, principals cannot effectively lead their schools without strong support by central administration. A meta-analysis of research on the impact of district-leadership on student learning found a statistically significant relationship between the superintendent and student learning (Waters, Marzano, & McNulty, 2003). A recent study by Wahlstrom, Seashore-Louis,

⁶ Information on the New Principal Mentoring Program can be found at: <http://www.ilprincipalmentoring.org/>

Leithwood, and Anderson (2010) confirms this research finding that superintendents play a critical role with fostering school improvement and improved student learning. The growing research is clear that district leadership matters and changing federal and state policies are placing increasing responsibility on superintendents for key decisions that impact student learning. Public Act 096-0861, passed last year by the Illinois General Assembly, ties teacher and principal evaluations to student performance data.

The increased focus on instruction for the superintendency requires changes in the way that superintendents are prepared and supported. Through the work of statewide organizations like the Illinois Association of School Administrators, support programs for practicing superintendents have been put into place. Legislation passed in 2009 (P.A. 096-0062) created a two-year statewide mentoring program for new superintendents. This year, the Illinois Association of School Administrators launched the School for Advanced Leadership (ISAL)⁷ as a professional growth program designed to provide practicing superintendents experiences that build exemplary knowledge and skills essential for maximizing the educational success of all students. Another superintendent professional development program - the Illinois Superintendent Preparation Academy⁸ – was also launched this year to provide a support program for aspiring and new superintendents.

The work around superintendent training; however, is more isolated and less known. Currently, 18 universities in the state offer superintendent preparation programs with one university, Western Illinois University, offering an alternative preparation program for superintendents⁹. With much attention in the state focused on the preparation of principals, little is known about the current state of superintendent preparation in Illinois and how pre-service programs for the superintendency align with in-service support once they are on the job. To support this question, the P-20 Committee on Leadership Effectiveness recommends that ISBE and IBHE convene a statewide task force to study the content and structure of superintendent preparation programs and to make recommendations for how to strengthen programs to more effectively address the new 2008 ISLLC standards and outcomes-based requirements directed at school improvement. In examining the preparation of superintendents, the task force should consider the alignment of preparation within the continuum of support for superintendents.

Recommendation Six: In collaboration with school districts, universities, regional offices of education, and other stakeholders, IBHE, ISBE, and the Teacher Certification Board should collaboratively develop a plan for increasing the pipeline of diverse candidates into P-12 teacher and leadership positions while maintaining high standards. This plan should be based not only on ethnicity and gender but also on diversity of experience and skill sets. The P-20 Council should assist with the facilitation of dialogue among stakeholders and with the collection of data and resources, if needed.

⁷ Information on ISAL can be found at:

http://www.iasaedu.org/index.php?option=com_content&view=article&id=1320:iasa-school-for-advanced-leadership-isal&catid=104:non-menu-article

⁸ Information on ISPA can be found at: <http://illinoisuperintendent.org/>

⁹ A listing of these universities can be found at: <http://www.isbe.net/profpref/PDFs/directory.pdf>

A diverse educator workforce that reflects the population of its students is important for many reasons – to reflect cultural competency that can help close the achievement gap between white and non-white students, to provide the opportunity for non-white students to learn about ethnic, racial, and cultural diversity, and to select a cadre of educators to work and remain in “hard-to-staff” urban schools (Talley, 2010). The definition of diverse needs for Illinois schools can also be expanded to look not only at ethnicity and gender, but also diversity of experience and skill sets (e.g., bilingual and special education teachers).

Census data predicts that by 2050, the proportional shares of race/ethnicity in the United States population will shift dramatically with a predicted decline (-23 percent) for Caucasian Americans and growths in population for the Hispanic (+13.5 percent), Asian American (+7.3 percent) and African American (+3.4 percent) (as shown in Figure 1 below). Ten-year trend data on the demographics of K-12 students in Illinois show similar trends (as shown in Figure 2).

Figure 1: Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050 (U.S. Census Bureau, 1996)

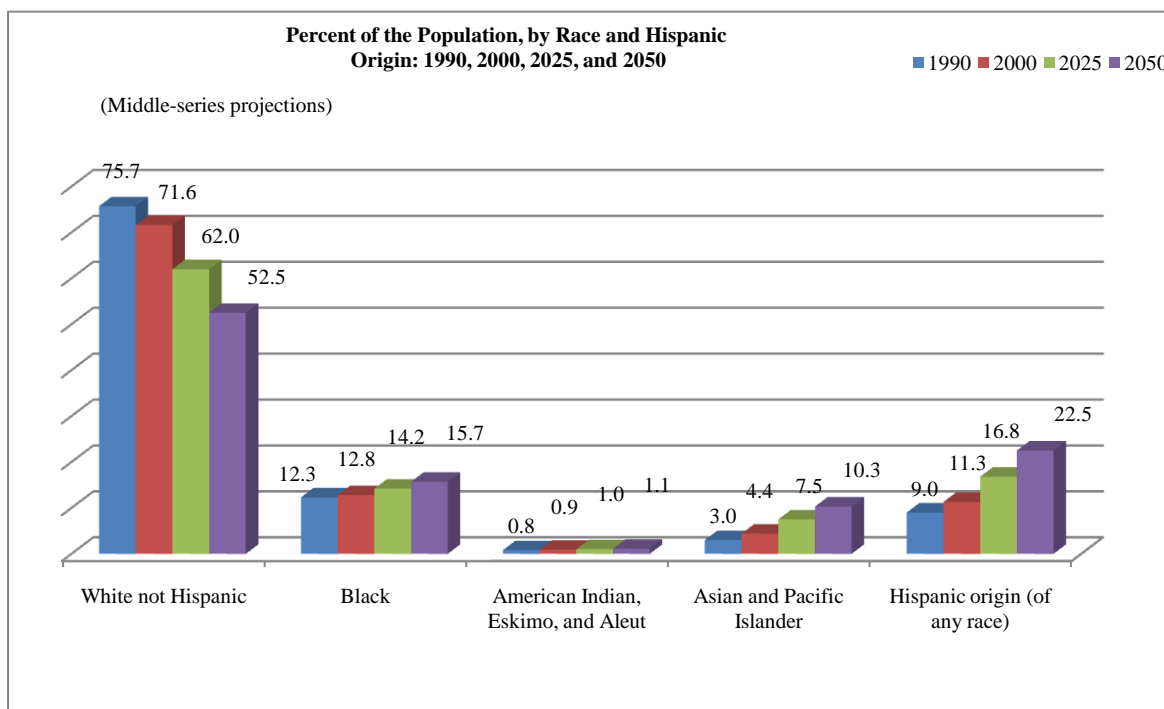
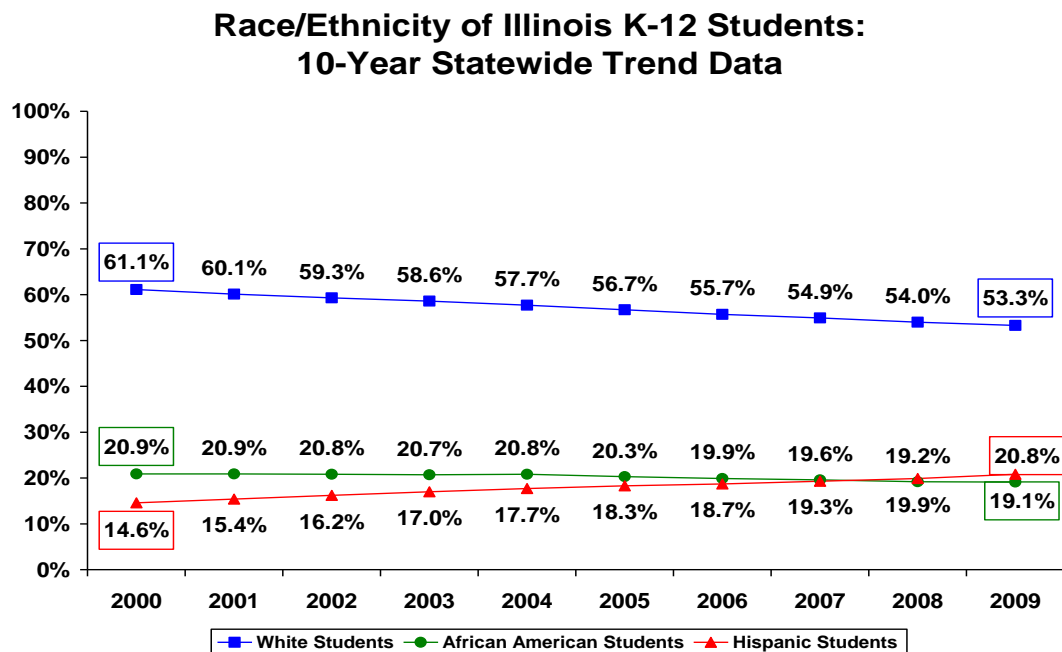
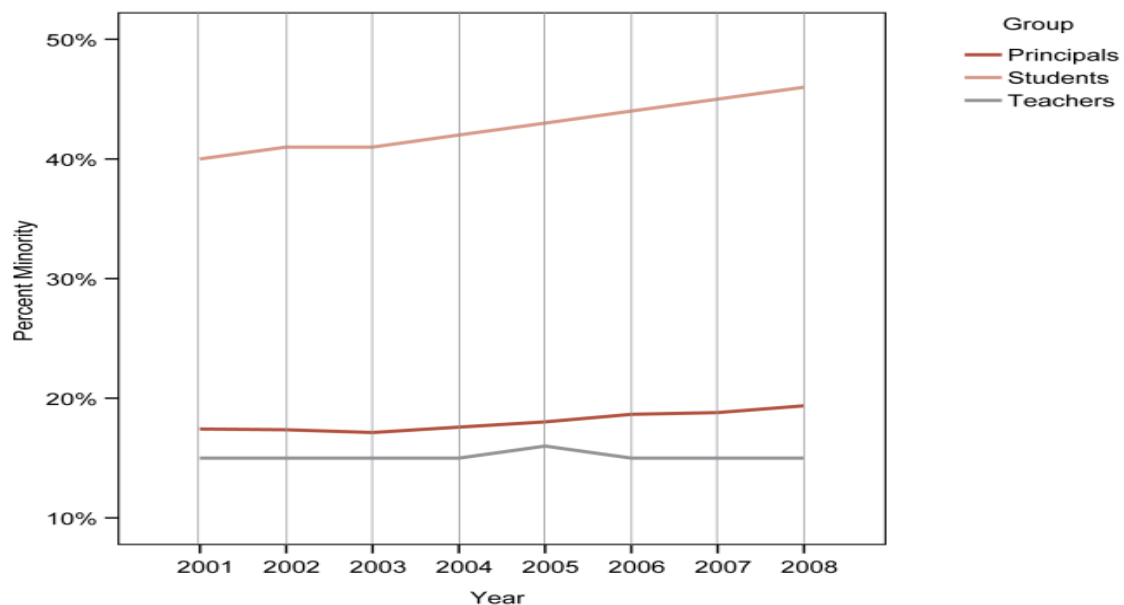


Figure 2. Race and Ethnicity of Illinois K-12 Students: 10-Year Statewide Trend Data (source – Talley, 2010)



Despite changing population growth rates in Illinois K-12 student population, the educator workforce has not reflected similar changes. Figure 3 below shows 10-years of trend data obtained by the Illinois Education Research Council (2010) on the racial demographics of teachers and principals in Illinois compared with students.

Figure 3. Principal, Student, and Teacher Race (Brown and White, 2010)



The trend data showing an increase in the diversity of the student population in Illinois with a minimal growth in the diversity of teachers and principals shows a real need in the state for a concerted strategy to build the pipeline of diverse educators in the state. Statewide conversations on changes to the cut-off scores for the Illinois Basic Skills test have brought to light statewide and local barriers to the selection and retention of diverse educators as teachers and leaders.

Within this context, the P-20 Committee on Leadership Effectiveness recommends that IBHE, ISBE, and the Illinois Teacher Certification Board collaboratively develop a plan for increasing the pipeline of diverse candidates into teacher and leadership positions by working with school districts, universities, regional offices of education, and other stakeholders to conduct a needs assessment, support structures to overcome the barriers for diverse candidates and possible funding sources or policy changes needed. A plan to increase the pipeline of diverse candidates should not compromise high standards for teachers and administrators. The Committee recommends that the agencies research strategies that other states, districts, and organizations (both education and private sector) have effectively utilized to select and retain highly qualified personnel.

By concentrating the state's attention to this pressing issue, the Committee hopes to make strides in the state with selecting and retaining a diverse workforce of educators that reflects and best serves its student population.

Recommendation Seven: The P-20 Council should garner data for the purpose of monitoring advanced certification programs for principals and superintendents – such as the National Board Certification for Education Leaders and the School for Advanced Leadership - and the impact that principals and superintendents who undergo these programs have on teaching and learning for consideration of state or private funding.

With funding by the Chicago Public Education Fund (CPEF), the National Board for Professional Teaching Standards convened a design team in the Development of National Board Certification for Education Leaders (NBCEL). Similar to the National Board Certification for Teachers, the NBCEL is designed to provide an advanced level of results oriented professional development for principals. Modeled after state-based master principal programs such as the Illinois Distinguished Principal Leadership Institute (IDPLI) (developed out of P.A. 094-1039), the NBCEL can provide the opportunity for rigorous professional growth opportunities for Illinois' principals¹⁰. This year, a national field test of the program was launched with 17 states that included 35 Illinois principals. The field test will serve several purposes including to: validate certification process, ensure process is meaningful and fair, validate scoring procedures, and establish cut-score. Following the completion of the field test (and revisions made to the program based on findings), the application process will be open to all qualified principals.

On a statewide level, this year IASA launched its new advanced professional development program for superintendents the School for Advanced Leadership to a cohort of 24 participants. Through the ISAL program participants receive individualized support through a certified coach during their two years of professional development. Training sessions are designed around topics

¹⁰ In Illinois' Race to the Top Proposal (RTTT), the state indicated the intent to partner with the National Board for Professional Teaching to expand the National Board Certified Principals Program in Illinois.

such as: technical and adaptive change; talent management/developing personnel; governance; curriculum, instruction, and assessment; and, systems change.

Recognizing the potential of advanced certification programs such as NBCEL and ISAL, the Committee recommends that the state garner data on these programs and the impact that principals and superintendents who undergo the program have on teaching and learning to assess if they are worthwhile programs for the state to fund (or seek private funding) to provide fiscal support and incentives to undergo the process. Such decisions should also consider the alignment of these programs to the continuum of support and evaluation that is currently in place.

Recommendation Eight – The P-20 Council should garner data for the purpose of monitoring the School Administrator Management (SAM) Project and its impact on teaching and learning for consideration of state or private funding.

The National School Administrator Management (SAM) Project¹¹ is a whole school change strategy designed to refocus the role of the principal from one of school manager to one of instructional leader, resulting in increased time and effort focused on the improvement of teaching and learning. The SAM initiative employs a sophisticated readiness process, analysis of leader time-use data, professional development, coaching, and tools to help principals and schools make the transition in use of leader time and identify other staff to serve as “first responders” to management issues. To allow flexibility to schools and districts, SAM is structured around three different models – Model 1 (adds a new SAM staff position), Model 2 (allows for an existing position to be turned into a SAM position), and Model 3 (adds SAM responsibilities onto an existing staff position). Based on local needs and funding, districts may select which model works best for them.

Currently, 56 principal/SAM teams (employing all three models) are participating in the School Administration Manager (SAM) Initiative statewide, including Chicago Public Schools, with interest in expanding SAM to more schools in Illinois, especially in CPS. Illinois is one of 13 states participating in the SAM program. Gaining national recognition to its potential to impact teaching and learning, 3 states that put the SAM initiative in their Race to the Top (RTTT) proposals as a turnaround strategy were awarded RTTT grants.

Findings from a national evaluation on SAM found principal’s change of practice with increasing instructional leadership time was statistically significant in both model 1 and model 2 SAM schools (models that required the hiring of an additional staff person) (Policy Study Associates, 2009). Another analysis of a small subset of the data showed that model 3 schools (which required using existing personnel) appear to start slower, in terms of principal change of time use, but outperform model 1 and 2 over time. While this data shows promising results for all three SAM models in regards to principal’s use of time on instruction, more data is needed to assess what impact the SAM initiative is having on improved teaching and student learning.

The National SAM initiative is in the process of submitting private proposals for funding to assess the impact of SAM on teaching and learning and continues to collect time tracking data on

¹¹ For more information on SAM, go to: <http://timetrack.jefferson.kyschools.us/>

how SAM principals increase time on instruction. Recognizing the value of SAM as an effective school improvement strategy, the Committee recommends that the Illinois State Board of Education garner the data on SAM and its impact on teaching and learning for consideration of state funding or private support.

Next Year's Committee Work

This report includes some substantial recommendations that came out of this year's work of the committee. Discussions also led to several "next steps" that will be the focus of the committee's work for next year. These next steps include the following focus areas.

Focus One: Better Integration of the Teacher and Leadership Effectiveness Committee

As stated in the beginning of this report, a major focus of next year's committee work will be through the integration of the subcommittees – Teacher Effectiveness and Leadership Effectiveness – to address the whole talent management spectrum of support for schools and districts. This will include the exploration of topics that span both subcommittee's focus and the utilization of sharing committee members.

Focus Two: Addressing Quick Response Items

The Teacher and Leadership Effectiveness Committee has also served in an instrumental role with addressing quick response action items presented to the P-20 Council related to teachers and leaders. An example of this includes the role of this committee with assisting the state agencies with top legislative priorities (e.g., legislation on rewriting Article 21). The committee will continue to serve in this role through the following year.

Focus Three: Aligning the System of Support for School Leaders

The committee will focus on providing assistance to ISBE and IBHE on how to better align existing support structures affecting school leaders. In 2009, RAND released the results of an evaluation of 10 states, including Illinois that examined what progress has been made with the alignment of state and district policies (Augustine, Gonzalez, Ikemoto, Russell, Zellman, Constant, Armstrong and Dembosky, 2009). The results of the study found that while Illinois has made significant progress with passing state leadership policies to strengthen the development and support for school leaders, more work was needed to align these policies into a cohesive structure that best supported leaders at the local level. In the report, RAND identified three states – Delaware, Iowa, and Kentucky – as having made the most progress with creating cohesive structures that align state and district policies supporting school leaders across the whole leadership continuum.

The results of the RAND study are not surprising considering that Illinois' leadership policies have been implemented at different points of time. Public Act 094-1039, which created mandatory new principal mentoring and an Illinois master principal program, was passed in 2006. Four years later, changes were made to the preparation of principals through Public Act

096-0903 and through requirements for evaluating principals (Public Act 096-0861). This has created a disjointed system of support for school leaders.

Recognizing this, the P-20 Committee on Teacher and Leadership Effectiveness will focus next year's work on examining the current continuum of leadership development and support that spans from selecting teachers into the pipeline to the preparation and continuing support and evaluation of principals and other leadership positions. A group called the Cohesive Leadership System Committee will be charged with looking at the existing system of support for leadership and making recommendations for how the state can better align them into a more cohesive system as well as identify gaps in the system that need to be addressed. The committee will also look at existing tools or products that may be useful instruments to aligning the system of support for aspiring, new, and continuing leaders.

Focus Four: Examines support structures needed for the changing roles and responsibilities for distributed leadership positions

As a last responsibility, the committee will focus on other distributed leadership roles that contribute to the effectiveness of schools but are often lost in the shuffle. The research on leadership recognizes that the job responsibilities of a principal or a superintendent are not something that can be taken on one person (Spillane and Diamond, 2007; Wahlstrom, et. al., 2010). Instead, effective leaders are those that are able to distribute leadership roles and responsibilities to achieve the best outcomes in teaching and learning. Recent research by Wahlstrom, et. al (2010) found that the major influence of principals on student learning is through their role in creating professional learning communities where staff can work together to improve classroom instruction. This has resulted in increased attention to structures that can be created in schools and districts and more distributed leadership models. This includes attention to roles such as teacher leaders, assistant principals, school administrator manager (SAM) positions, and central office staff.

A group of this P-20 Committee will focus next year on examining this topic of distributed leadership and other leadership positions that are central to the mission of schools, the roles and responsibilities of these positions, and the level of support needed.

Conclusion

The recommendations of this committee developed not only from the thoughtful discussion and debate among committee members but also the consideration of the work done in the state by past state task forces and committees. In doing so, the committee considered issues that have been examined by a diverse and representative group of stakeholders. Many of these are longstanding challenges that have yet to be addressed.

The timely nature of new policy recommendations related to teacher tenure, performance evaluation, and such draw on a new urgency to have highly effective leaders in all Illinois schools because if these policy recommendations are passed into practice, the school principal will be the determinant of high-stakes workforce decisions affecting teachers and other school staff.

Knowing that teacher and leadership quality go hand-in-hand, the P-20 Committee on Teacher and Leadership Effectiveness will spend the next year examining and debating the systemic human capital challenges of the state, including the alignment of the continuum of support for school leaders and support structures for new roles and responsibilities associated with a distributed leadership model. However, knowing that many tough fiscal and personnel decisions will be brought before the Illinois General Assembly this legislative session, the P-20 Committee on Teacher and Leadership Effectiveness urges the consideration by the Governor and the P-20 Council of the recommendations in this report.

References

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